

THE CEA CRITIC

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The American Humanities in an Industrial Civilization

Greetings to the American Humanities Seminar

Four years ago, at the University of Massachusetts, the College English Association launched its first, experimental CEA Institute conference.

Now, after seven such conferences of national scope and a larger number of regional meetings, we are once again gathering on the same campus, for another CEA Institute meeting jointly sponsored by the University of Massachusetts and the College English Association. This, therefore, is a real homecoming; and the recognition that it is should give us all great satisfaction.

It is most fitting that, as we started here at the University of Massachusetts, and achieved here our first pioneering triumph, we gather again, on the same campus, for a renewed beginning — the beginning of a new, more inclusive cycle of CEA Institute service to American industry and American higher education. . . .

It is with deep regret that I find myself, on this occasion, charged with a double responsibility. I extend greetings not only as co-chairman for industry, of the advisory council for the CEA Institute; but also for the academic co-chairman, the late Gordon Keith Chalmers. His loss we keenly feel.

Were Dr. Chalmers still alive, I am sure he would whole-heartedly join with me in stressing the urgency of the problem to which our seminar is to address itself in the next two days. The American Humanities — all of us need them, whether we are in academic life or in business and industry — we need them to help us discharge with distinction the heavy international responsibilities we have had to shoulder.

Before we can discharge these international responsibilities, we need to be strong within ourselves; and the Humanities are a central means toward this strength. More than that, they embody those values which should make our American civilization appreciated by our neighbor nations the world over. They make a central contribution toward that end which is much in President Eisenhower's mind, as evidenced, for example, in the conference he has called "to explore the possibilities of a program for better people-to-people contacts and partnerships throughout the world."

My best wishes, then, for your enterprise. Your success will contribute toward the solution of some of our most pressing problems of cultural survival.

Gilbert W. Chapman
President, the Yale and Towne
Manufacturing Company

On July 6, 7, and 8, 1956, the CEA Institute and the University of Massachusetts jointly sponsored a leadership seminar on American Humanities which was attended by a hundred CEA members, other college teachers, administrators, representatives of industry, labor, and the press, and officials from a variety of organizations. Most of the three days was devoted to eager discussion of a number of challenging topics, but there was time also for social gatherings, for good food, and for lectures and a trip to Sturbridge Village.

The United States as a World Power

At the opening dinner George R. Taylor of Amherst College, President of the American Studies Association, reviewed the history of

courses in American studies, stressing the flexibility and perspective inherent in the concept.

The keynoting address, delivered by Perry Miller of Harvard, analyzed European attitudes toward us and painted a gloomy picture of distrust, fear of propaganda, and suspicion. European intellectuals tend to believe, he felt, that our only important contribution to world culture has been technological and materialistic; we are still regarded as culturally only half grown up. The concluding note of this witty and urbane presentation was more hopeful; why should we not take pride in our technological achievement and consider it a genuine humanistic contribution?

"Suppose," Perry Miller said,

"that the development of the mind in America has been, along with the absorption of successive importations, a constant sloughing off of old skins and the emergence of a new being, unburdened by the past, evading the notion of original sin, confident of the future, prepared to bring heaven to earth by overcoming all limitation, even that of the sound barrier? If this be true, then does it not follow that the titanic energies thus unleashed for sheer physical achievement are the very same that do build the skyscraper, turn out the millions of automobiles, overcome the washboard with the Bendix, and the insufferable heat of our continental Augusts with the air-conditioner? If this be so, what right has the humanist to protest? If this be so, does it not follow that American industrial civilization is itself the supreme humanistic triumph of all recorded history?"

The Kettle Boils

Dividing into five seminar groups, the conferees spent three full sessions discussing such topics as "How may the energies of exploitation be harnessed to the advancement of American culture?" and "How may the culturally restrictive tendencies of the national emphasis in American studies be effectively reconciled with the international outlook and

concern demanded by modern advances in trade, industry, technology, and human relations?"

Lous Carliner of the United Auto Workers presented a challenging statement to one group. Likening our society to a revolving door which some may be tempted to go through without pushing, he queried whether the country should provide energy to charge batteries for FM stations broadcasting madrigals to "scholars making word counts in Lancelot Andrewes' sermons." Up to now, he felt, there has been a tendency to try to prove to business that there are profits in the liberal arts, that culture is a new "product"; and if this doesn't work out and tax deductions aren't big enough to be worthwhile, then "all that remains within this context is to sell or junk the operation."

But the truth is that "American culture . . . is not in reality commercial, and an effort to survive in it, to appeal to the people whose activities constitute it, need not be phrased as a hard-sell to be successful." He called on liberal arts teachers to serve the nation more aggressively, to learn to present their subject, to organize conferences "always assuming that the entire community will object to tin-

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CEA NATIONAL SESSIONS

Washington, D. C.

December, 1956

Friday, December 28

3:45 - 5:15 p.m. Program East Room, The Mayflower
5:15 - 7:00 p.m. Social Hour & Dinner

Chinese Room, The Mayflower

7:00 - 8:00 p.m. Annual Business Meeting

Chinese Room, The Mayflower

Saturday, December 29

8:30 - 9:45 a.m. Breakfast & Program for "Regionals"

Ohio Room, The Statler

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For "Regionals" Program

Donald A. Sears, Upsala (Chairman), Edgar W. Hirschberg, East Carolina College, Patrick G. Hogan, Mississippi State College.

COORDINATOR

Albert P. Madeira, University of Massachusetts

Correspondence: To be addressed to Mrs. Rosemary Messer, CEA,
P. O. Box 472, Amherst, Massachusetts.

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CEA Directors' Meeting

This year, for the first time, a dual meeting of CEA officers and regional leaders was held at the University of Massachusetts, July 5 and 6. While the national directors and officers did their work in one room of Crabtree House, regional representatives met in another; and the two-day session was concluded with a joint meeting of both groups.

Executive Director's Report

The national directors heard and discussed the Executive Director's Interim Report of June 30, 1956. After reviewing the problems of the organization and the equipment of the national office, the report summarized the activities of the various CEA committees and stated that the 1956 national meeting will be held in Washington Dec. 28 at the Hotel Mayflower, followed by a breakfast for regional officers on Dec. 29 at the Statler.

Under the heading of Publications the report reviewed the large number of articles which have come from the CEA Institutes and have been widely circulated and read. Papers from the Case-CEA Symposium of March 29, for example, are now being edited and Fred Hechinger's luncheon talk is appearing in the July Educational Record, as well as in The Case Alumnus.

Growing Influence

During the year CEA has cooperated on a variety of projects with numerous other organizations, among which are the Thomas Alva Edison Foundation, the Associa-

tion for Higher Education, the American Alumni Council, the United Auto Workers, and the Center for the Study of Liberal Education for Adults.

The regional meetings of CEA groups this year have been more numerous and, for the most part, better attended than ever before. The report listed twelve spring meetings throughout the country and mentioned the formation of a new affiliate in Ohio.

Institutes Stressed

In discussing this report the directors present urged that more publicity be given to the tonic influence upon the entire CEA of its institute activities, which have brought stature to the organization by enabling it to do vital work on an issue of immediate concern to our whole society. CEA has not, in any sense, become a creature of big business; on the contrary, it has kept its integrity and its ability to provide intellectual leadership, and is working, as well, toward new and effective educational cooperation among industry, teachers, and labor.

Ongoing Concerns

Carl Lefevre, chairman of the Committee on Ongoing CEA Concerns, presented a carefully prepared report summarizing the opinions of fourteen CEA officers and directors regarding the future course of our organization. This report was discussed at length and will be covered in an early issue of The CEA Critic. The directors were very grateful to the commit-

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**Gordon Keith Chalmers
(1904 - 1956)**

Gordon Keith Chalmers was a man for a humanist scholar in the modern world to model himself upon. To his commanding presence, with the physique of a Roman general, was joined a mind of exquisite sensitivity, penetration, and subtlety. His whole career was a demonstration of his own axiom on the function of the Liberal Education of which he was product, shaper, and spokesman: "It is the function of the study of the liberal arts, not as some have supposed, to teach one to THINK, but to think in relevant terms about things that matter."

In addition to his distinguished service as president of Kenyon College, he has served the profession and the cause of Liberal Education in a number of pioneering undertakings. He chaired the School and College study of admission with advanced standing. He was National President of the College English Association in 1949-50, and General Chairman of the Industry - Liberal Arts Institute at Corning. His ideas will continue to influence the course of Liberal Education in America, and not least through the instrumentality of the CEA, which he has done so much to shape and direct.

Bruce Dearing,
Swarthmore College

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HOW ENGLISH MAJORS FARE

Summary of a Wayne University Report on "The English Major as a Professional Man"

A study of the careers of English majors at Wayne University, made under a grant from the Fund for the Advancement of Education, has brought to light some interesting facts. The report of the study, written by James P. McCormick of Wayne University, reveals that twice as many graduates who majored in English are grateful for courses in writing, linguistics, and grammar as are grateful for literature courses.

This is partly explained, however,

by the fact that it is harder to give expression to one's gratitude for knowledge gained from literature than it is to acknowledge the value of vocational training. The report is hopeful on this question. Its concluding paragraph goes in part as follows:

"If the emphasis on skills in this report is disquieting — and it is to some graduates as well as faculty — it must be repeated that the evidence is drawn largely from work situations. Most English majors are enthusiastic about the 'practicality' of their education. Out of their academic and job experiences, however, they occasionally add 'One last caution. Do not slant English courses at job training objectives. Retain the timeless humanistic values. Job training must be secondary. Don't surrender to the Brave New World!'"

Reassuring Facts

After reviewing the work of the CEA Institutes in drawing the attention of business men to the value of liberal arts, the report demonstrates that the employment picture for arts graduates has improved in recent years. At Wayne, for example, while there were twice as many requests for technical graduates in 1955 as in 1952 (as indicated by paid advertising and routine college notices), there were four times as many for non-technical graduates. English majors surveyed also reported that business men are now more cultured than they used to be. Today, "the student of literature and lan-

guage is . . . a staple that is necessary for business as well as for teaching."

By means of questionnaires and interviews the study surveyed 376 women and 307 men graduates who had majored in English. The largest group was in business and industry (63%), while teaching and civil service came second and third. 82% said they would repeat their academic program again if they had to do it over. One wrote: "My feeling is that English alone is the most complete synthesis of subject matter. No one other discipline builds so many things. It embraces philosophy and history and most important it disciplines the mind and broadens the sympathies. At the same time that it sharpens a tool — writing — it trains the emotions."

Teaching a Poor Career

Among a wealth of other interesting information, the report reveals that women face heavy discrimination in teaching as well as in business, and that teachers are less exuberant about the future than business men. Since "the teacher does not receive the usual signs of status" and "his job has been steadily downgraded over the past fifty years so that he is earning proportionally less today than he did then," the report concludes that this discouragement is only what one should expect. This is ominous, in view of the great need for good teachers.

Reasons for discouragement are indicated in such comments as "I have to sell outside my teaching job to support my family," and "For a teacher the only promotion is into administration. This is not advancement." Remarks on the prospects for advancement like "can't tell," "I presume so," and "Ph.D. plausibly desired" do not give evidence of any particular faith in the future.

More Student Guidance

The report reveals that English majors hold such a wide variety of jobs after graduation that "careful undergraduate counseling is needed to help a student understand the range of things he can do. Indeed, the desirability of more guidance on the subject was mentioned many times by the respondents."

When queried on how they got their first jobs, the graduates revealed that English majors tend to be rugged individualists. "Only one had actually obtained his first job through the college employment office and five had listed their names with commercial employ-

ment agencies. The remainder went directly to a firm and asked for work."

Most graduates felt that their English major was a definite asset in obtaining employment, though many stressed that other skills are often important as entering wedges during the first interview. But there seems to be a growing recognition that the ability to write is a valuable skill in itself and that English majors have this skill.



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The American Humanities (Continued From Page 1)

sel shoddiness and raucousness." We should write ourselves "a legislative program which puts before people the (liberal arts) dream as a possibility for enactment."

A New Point of View?

Much was said in all the groups about the need for new flexibility and skill in giving the liberal arts meaning in an industrial society. The wide contemporary experimenting in various forms of adult and worker education and the community services of many educational institutions were reviewed. But it was felt by some that more than these present trends is needed; liberal arts teachers must free themselves from their absorption in the past and in the "Protestant, white, Anglo-Saxon, Western" point of view from which they view all things. The cry was for a broader, more genuinely humane position.

The Manufactured Man

In a brief luncheon address Townsend Scudder described the work of the Center for Information on America and the publications which it prepares to give factual information on crucial issues.

John Ciardi's evening address on "American Culture and Corporate Industry" was a deeply sincere and effective statement of the fears felt by one dedicated to the well-being of the human spirit when faced by the realities of modern life. He eloquently protested the withdrawal of modern Americans from the basic facts of birth and death, of a meaningful existence, and suggested that this is one as-

pect of the machine-made culture in which we live. Hypocrisy, artificiality, and dishonesty in public and private life are other aspects of the same malady, which is well exemplified in the modern world of advertising, big business, and false fronts. The religious sanction for the value of the individual has been weakened; and cultural and economic sanctions have not been meaningful enough to put in its place.

"Industry" Ciardi said, "and its peculiar sense of public relations is guilty of having fathered this monstrous situation. It has pussy-footed around and glossed and perverted the sense of man to man by offering shabby though glittering substitutes. . . Artificiality breeds suspicion and cynicism. Add that to the pressures of our world situation and of our systematic suppression of unpopular ideas and you have entered the Age of Distrust."

Ciardi called on the leaders of industry to be wary of their own respectability; to become men doing men's work, not rubber stamps perpetuating a vicious tradition. "Can you," he asked, "as conscientious men, first admit to your attention and then honestly answer to the charge that the dynamics of American industrial enterprise have tended to fractionalize the American man, to gloss and shallow him away from deep personal contacts and fulfillment, and to substitute prefabricated optimisms for the profoundly questioned values that have been at the root of every real cultural renaissance?"

American Literature Abroad

On several occasions during the Seminar, participants had an opportunity to hear a new set of recordings prepared by the Literary Society of the University of Massachusetts, under a grant from the Educational Television and Radio Center in cooperation with the National Association of Educational Broadcasters and the College English Association. The role of American literature in the twentieth century, and of the novel in particular, in creating among men and women abroad the current attitudes toward our country, is analyzed in these recordings. Some present authors themselves reading from and discussing their work — Dos Passos, Steinbeck, Faulkner. Others present such noted critics as W. H. Auden, R. P. Blackmur, Renato Poggioli, Perry Miller, Maxwell Geismar, Harry Levin, and Robert Penn Warren. Sidney Kaplan of the U. of M. Committee looked after this part of the program.

William G. O'Donnell, of the U.

of M. English Department, headed up the local planning committee, and David Clark, CEA Administrative Assistant, was Seminar Coordinator. National CEA president Bruce Dearing (Swarthmore) was general chairman.

A Setting from the Past

At the Sunday afternoon session in the Old Quaker Meeting House at Sturbridge Village, John Osman, Vice President of the Fund for Adult Education, spoke of the growing importance in our society of liberal education for adults. "Those concerned with liberal education must enlarge their concepts to include a greatly increased attention to adult education. Making truly liberal education available to the mature man and woman is the most pressing and most challenging of our immediate problems."

The concluding address of the seminar was given by C. M. Powell, President of the American Agricultural Chemical Company. Stating that in the "not-far-distant past" portrayed by Sturbridge Village "the humanities were probably more fully appreciated than today," Mr. Powell nevertheless emphasized that man himself has not changed but still needs more than material well-being alone. "Thoreau wrote, 'If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.' The humanities as represented by American tradition and history can offset a tendency to irrational conformity by ensuring the opportunity of hearing more than a single universal drum. . . .

"Because the most challenging opportunity for the humanities in an industrial civilization is to instill and intensify inner spiritual strength in the individual, it is particularly appropriate that this concern is under consideration in the Bolton Friends' Meeting House, imbued as it is with the Quaker tenet that 'All men come immediately into the presence of God, and need no human being to represent them before their Father who is in heaven.'"

Advance Along a New Front

Comments on the Seminar as a whole indicate that it was the most challenging and effective of the series of CEA Institute conferences held so far. The groups were small enough to be effective, everyone took active part, and the movement of ideas built solidly upon basic work done at previous Institutes. To this writer at least, it seemed obvious that no one who took part in the discussions and listened to the speakers could go away thinking only the thoughts

he had had when he arrived or doing only the things he had done before.

The University of Massachusetts, President Mather, Provost McCune and Dean Cahill deserve our grateful thanks, as does also Maxwell H. Goldberg for his leadership and skill in bringing this remarkable seminar into being.

— Lee E. Holt

On Substandard Bluebooks

Once upon a weekend weary,
Of filmed eyes all veined and bleary,
I saw it standing there:
"Raskoyevsky";
The rest was equal huddle-muddle,
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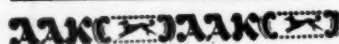
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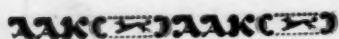
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Thomas Alva Edison Foundation Awards

Local groups and members of the CEA are invited to submit nominations for awards in the fields of television, radio and comic books to the Thomas Alva Edison Foundation.

One award will go to the television station and one award to the radio station that best served youth in 1956. Each nomination should be accompanied by a statement of 500 to 1000 words describing the achievements of the particular radio or television station in serving youth in the local community. The committee on station awards will review the recommendations and secure additional information about the nominated stations. Nominations should be sent by Nov. 1 directly to the Com-

mittee on Station Awards, Thomas Alva Edison Foundation, 8 West 40th Street, New York 18.

CEA members are also requested to nominate for the comic book award for 1956. To be eligible, comic books must meet the following requirements: they must be published in magazine form, on a regular, continuing basis; and they must be sold commercially, and bear the copyright date 1956. The quality of advertising contained in the comic books will be taken into account.

Suggestions for the comic book award should be sent to Cecil P. Golann, Research Director, National Mass Media Award Program, Thomas Alva Edison Foundation, address as above.

IN APPRECIATION

The loss to higher education, especially to adult education, occasioned by the death by lightning of John B. Schwertman this summer will only gradually be realized. Those of us who knew him were amazed at his tireless energy, his frankness, and the quickness of mind with which he saw to the heart of educational problems.

Director of the Center for the Study of Liberal Education for Adults in Chicago, John Schwertman was the leading spirit in a series of fascinating seminars held throughout the country and in Chicago, at which teachers and administrators thrashed out their problems and drew on the resources of fact and interpretation brought to them by Schwertman and his staff. These conversations and work sessions were mature in the finest sense of that word, for maturity of approach was the key to Schwertman's method.

Often, after a day of discussion and debate in which each person's ideas had been aired and attentively listened to, John Schwertman, in a speech or as a resource person, would pull the different ideas together and give them a creative and meaningful direction springing from his own wide experience and the thoughtfulness of his mind.

Discussion was not the only method Schwertman employed. He was also engaged in the writing, editing, and publishing of a wide range of materials aimed at improving higher education, and he took an active part in planning and carrying out experimental pro-

grams which have great promise for the future. He did this work always in behalf of the adult who wants to know, to be set free, to be liberated. This was the sort of man he loved and helped.

English teachers especially are indebted to Schwertman for his faith in the humanities and his defense of them in a factual and sociological age. While intolerant of fuzzy thinking, he was nevertheless convinced that the humanities are supremely important and he gave them the realistic kind of support they so much need.

CEA'ers who were present at our annual national program in New York in December of 1954 will remember John Schwertman's challenge to us to give our subject more life and meaning for adult minds. Community groups and those who want the liberal arts are turning more and more frequently to others rather than to college teachers to present them, he told us. Can we put the liberal arts college teacher back into the position he should hold as our tribute to the spirit in which John Schwertman lived?

In the May, 1956, Rochester Review, published by the University of Rochester, William H. Gilman discusses his work with the Emerson journals preparing a new fifteen-volume edition which will contain much material never before printed.

During the course of his discussion, Prof. Gilman makes a strong plea for more support for humanities research.

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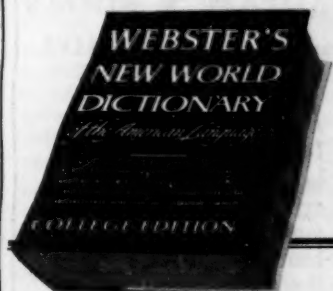
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CEA Directors' Meeting

(Continued From Page 2)

tee, made up of Bruce Dearing, Kathrine Koller, and Matthew Pearce, and to its chairman Carl Lefevre for their excellent work.

The Ph.D. in English

Careful attention was also given to Alvan S. Ryan's preliminary report for his Committee on Doctoral Studies in English and Preparation for Teaching. One suggestion which emerged from a lively discussion of the Ph.D. problem was that a later several-day meeting of CEA members might be held to carry on the exploration of the topic. It was also felt that a revised version of the report should be published and widely circulated.

Business Accomplished

Specific action taken by the directors at their meeting included approval of a membership drive in the fall of 1956; promotion of Albert Madeira to Administrative Secretary-Treasurer, and of Lee Holt to Executive Editor and Business Manager of *The CEA Critic*; amendment of the 1956 budget and preparation of a 1957 budget; arrangements for the national CEA meeting in December, with the tentative topic "English as an International Language: Implications for College English Teachers"; and recommendations regarding the format of *The CEA Critic*, which, beginning in Jan. 1957, will appear in larger type with three columns on a page instead of four.

Present at this meeting were Bruce Dearing, who was in the

chair; Henry Sams; Harry Warfel; John Ciardi; Max Goldberg; Lee Holt; George Horner; Kenneth Knickerbocker; Carl Lefevre; Albert Madeira; and Lionel Stevenson. Alvan S. Ryan was present to read his report.

Regional Officers

The twelve regional officers or their representatives, meeting in another room, discussed such matters as the most effective organization of regional groups; the timing of meetings; cooperative meetings with other organizations; and the geographical make-up of regions. There should be some effective way for successful regional groups to share their experiences with other regions, it was felt.

Suggested Program

From a consideration of CEA as related to and differing from other organizations, the regional officers drew up a suggested statement of CEA concepts, aims, and purposes, from its inception to 1956. In their opinion, CEA has always been a highly democratic organization, full of initiative and new ideas, and devoted to any line of activity which will improve the quality of college and university teaching.

Among other topics discussed by the regional officers were the desirability of a stronger link between regional CEA groups and the national CEA; methods of getting funds to help younger teachers attend CEA meetings; the need of including younger men on regional programs; the preparation of a pamphlet presenting the history and aims of CEA and the preparation of an anthology of *Critic* articles; the compilation of a directory of CEA members; the preparation of regional newsletters; and the need for rather full coverage of regional activities in *The CEA Critic*.

Patrick Hogan prepared the report of the regional meeting and John Ball chaired the meeting. Others present were Dean Arnold; James Barrs; Charles Clark; Norton Coe; Clyde Henson; Edgar Hirshberg; Harry Moore; Alvan Ryan; Donald Sears; and Nathan Starr.

Joint Session

At the close of the meeting, directors and regional officials met together and shared ideas. Here most of the discussion turned on ways of strengthening the CEA and of making more people aware of its work and of what it stands for. The meeting closed with everyone heartily agreeing that such joint meetings should become a regular part of the CEA program.

Auding Seminar

A week-end seminar on the auditory bases of language learning, held on July 20 and 21 at Los Angeles State College, demonstrated some rather important values.

First, the seminar proved that joint sponsorship of such a conference, thus distributing costs more equitably, is practicable. With the help of Dean Albert Graves and Associate Dean William G. Leary of Los Angeles State, Professor William Stryker of Redlands University, President of southern California CEA, and Professors Donald J. Lloyd of Wayne University and Maxwell H. Goldberg of the University of Massachusetts, acting for the national CEA, the conference began in favorable and comfortable circumstances.

Second, the seminar membership was small enough (about 20) to cover ground rapidly and thoroughly, yet not without merriment.

Most important, the seminar members—from Los Angeles State, the University of Southern California, the Los Angeles City Schools, and East Contra Costa Junior College—effectively assisted Donald Brown and Donald Lloyd to explore the auditory bases of language learning.

The key question posed by the seminar was "What relation may exist between the ability to listen with understanding and the abilities to speak, read, and write?" It arose in this way.

Professor Donald Brown of Sequoia Union High School and San Francisco State College has given English a new word—auding—for the ability to listen with retentive

understanding. His work (*Auding as the Primary Language Ability*, Doctoral diss., Stanford University, 1954) names auding as an ability parallel to reading, distinguishes auding from just hearing, as the term "reading" distinguishes that process from just looking or seeing. Donald Brown's research seems to establish that ability to aud is primary, for it reveals that pathological disturbance to the area which controls auding often blocks ability to speak.

Donald Brown's discoveries prompted Donald Lloyd to raise some questions, "Is there a hierarchy of abilities? Is auding the base on which speaking is built; then reading on speaking, and finally writing on reading? What does auding have to do with recognition of the signal system of English?"

Other seminar members added a question or two. "Does auding ability relate to the kind of improvement in writing demonstrated by Lloyd's pattern practice, which stresses listening attentively to language and speaking constantly? Does auding relate to the kind of oral drill in linguistic grammar which Professor Paul Roberts of San Jose State College has recently used in his writing classes—a technique which has also demonstrated remarkable success in improving writing?"

The seminar members drew these conclusions from their week-end of talk: a) recognition of auding as a separate and primary ability (Please turn to next page)

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Michigan CEA Spring Meeting

Mich. CEA Spring Meeting

The Mich. CEA met on the campus of Nazareth College, Kalamazoo, on May 5, 1956. Clyde Henson (MSU) was program chairman. The morning program consisted of addresses by Arnold Williams (MSU), R. W. Collicott (Standard Oil), and A. J. M. Smith (MSU). Arnold Williams spoke on the necessity of scholarship to improve teaching. A. J. M. Smith discussed the communications functions of poetry as it records values, perceives the qualities of experience, and proclaims the meaning of life. R. W. Collicott spoke on the presence of the values taught by the liberal arts in industry, which seeks by the nature of its activities to preserve them.

At lunch W. R. Steinhoff (UM) and Clyde Henson reviewed the work of members of the Association in opposing the revision of the teacher certification code.

Mass Education

The afternoon consisted of a symposium on various problems associated with teaching large numbers of students. Erle Leichty (MSU) discussed objective examinations. After analyzing the problems in designing, revising, and using objective examinations, he suggested that essay examinations remain superior if they are carefully prepared, if there is a sufficient number of them, and if the answers are read for the purposes of comparison. There is no way to economize the time required of the teacher for adequate examination of the student.

Sam Baskett (MSU) reported on a closed circuit television experi-

Auding Seminar

(Continued From Page 6)

should be encouraged, especially among language teachers; b) knowledge of the auding tests now available should be disseminated; c) what E-Mc2 did to physics, auding may do to language learning, and thus to freshman English; d) research must be pushed so as to build knowledge about the possible auditory bases of language learning; e) that knowledge must be made available to all language arts teachers.

It is hoped that the discussions of the conference will be available on tape, or in a detailed written summary. Notice will be posted in The CEA Critic.

Byron Guyer
Los Angeles State College

ment in teaching. Although techniques appeared adequate and student response was favorable, he felt the result was unsatisfactory. Television appeared to make conventional classroom communication between instructor and student more difficult because the student had been conditioned to regard himself as a receiver, not as a participant. The student tended to think of TV presentations as "shows," and normal classroom activity as of the same nature. Passivity, not activity, was encouraged.

W. R. Steinhoff (UM) reported his observations of the TV experiment at New York Univ. He felt that in this case also student passivity was a significant result. The discussion carried on by instructors before the TV cameras was centered on the text, and no effort was made to consider students' problems in understanding and evaluating the text, or their activity in connection with the broadcast discussion. The enormous amount of time required to prepare a tele-cast appeared also to make such teaching less economical of instructors' time than the conventional modes of teaching.

General Education

Hoover Jordan (MSNC) spoke about the implications for general education of heavy enrollments in the near future. The aims and methods of communication and humanities courses are insufficiently clarified at present to justify regarding them as more suitable to the education of large numbers than the conventional courses. Administrators, in their desire for change as evidence of progress, may create very serious administrative problems, such as selection of faculty, organization of staffs, lowered quality of student work, reduction of upperclass courses, and lower quality of faculty preparation. At the conclusion of the symposium, vice-president Henson thanked the participants and turned the meeting over to president Newcomer.

Business Meeting

New officers elected by acclamation were Ralph N. Miller (WM), president; Arthur Eastman (UM), vice-president; Keith Fennimore (Albion) secretary-treasurer.

A motion was passed to appoint a committee to draw up a proposed revision of the Mich. state teachers certification code that MCEA can support, to cooperate with like committees from other bodies, and to organize a conference of such committees (meeting to be held on

Michigan CEA Resolves

WHEREAS, the State Board of Education has rejected a proposal for a new Certification Code which was opposed by an overwhelming majority of educators in this state, and WHEREAS, the State Board of Education has announced its intention of appointing a new committee to study the subject of certification, NOW THEREFORE BE IT RESOLVED that Mich. CEA commends the wise and statesmanlike action of the State Board of Education, and BE IT FURTHER RESOLVED that the Mich. CEA urges that the new study of certification be carried on by a group that is widely representative of persons and groups interested in education in this state, and BE IT FURTHER RESOLVED that the Mich. CEA recommends to the State Board of Education that the present certification code be published in a new edition and made readily available for wide distribution and study.

Oct. 20, 1956) to appraise the MEA amendment and set up a bureau of speakers and essayists. The committee has already begun to work in cooperation with the state conference of AAUP chapters. Members are Vern Wagner (Wayne), chairman; John Virtue (MSNC); and W. R. Steinhoff (UM).

Ralph N. Miller, Secretary
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FALL MEETINGS

The fall meeting of the Michigan CEA will be held at Wayne University, October 27, 1956.

The fall meeting of the Southern California CEA will be held Oct. 27 at UCLA with Prof. Blake Nevius in charge of local arrangements. The topic will be structural linguistics and its relevance to the teaching of English composition.

The Greater New York CEA will hold its fall meeting on Nov. 3 at the Museum of Modern Art. Houston Peterson of Rutgers will speak on "Eloquence in the Classroom."

The Virginia-North Carolina-West Virginia CEA will hold its fall meeting Oct. 20 at East Carolina College at Greenville, North Carolina. Professor James E. Poin-dexter is regional president.

Pennsylvania CEA

Sixty CEA'ers from 25 colleges and universities attended the ninth annual meeting of the Penn. CEA at Ursinus College on April 28. After a welcome by President Norman E. McClure of Ursinus, three speakers addressed themselves to the topic "The English Department Faces the Bulge in Enrollment." Calvin D. Yost, Jr. (Ursinus) chaired this session. Speakers were Allen G. Chester (Univ. of Pa.), Alan S. Downer (Princeton), and Robert U. Jameson (Haverford School). Bruce Dearing, CEA's national president, spoke at the luncheon. In the afternoon session August H. Able (Delaware) spoke on "Books in American Culture Today."

Committee members for the meeting were Calvin Yost (chairman) and Matthew Black, H. Lloyd

Jones, John B. Douds, and A. J. App. Officers elected for next year are Calvin D. Yost, Jr., president; John B. Dodds, vice-president; and Elizabeth W. Schneider, secretary-treasurer. Next year's meeting will be held at Bucknell.

Dean D. Arnold,
Pennsylvania Military College

Fall Assignments:

CEA Executive Director

Max Goldberg is to be recorder at the Thirty-Ninth Annual Meeting of the American Council on Education, to be held at the Palmer House, Chicago, Oct. 11-12. He will cover the section meetings on the mutual interests of education and business and industry. He is serving, also, as consultant for management-labor-education relations to the Committee on General Education of the Association for Higher Education. He will be speaker at the annual meeting of the New England unit of the Association of University Evening Colleges (Oct. 20, Clark University). The Clark sessions will discuss "The University, Industry, and Liberal Education."

Max will speak at the Sept. 11-12 meetings of the Tennessee Colleges' English Conference, Middle Tennessee State College, Murfreesboro, and at the NCTE Convention, St. Louis, Nov. 22-24.

Brother Cormac Philip, writing in *The Commonweal*, outlines in a piece entitled "The Future of Education" the work of the CEA Institutes in drawing national attention to the importance of the liberal arts to the nation's industry.

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